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ABSTRACT

This book describes how schools can develop and utilize portfolios as frameworks for evaluating school reform. The portfolio is a nonthreatening self-assessment tool that exhibits a school's goals, progress, achievement, and vision for improvement. Chapter 1 examines the school portfolio as an effective and positive, ongoing monitoring system that can reflect each school's many dimensions and simplify school evaluation. Chapter 2 discusses the structure, purpose, and the various uses of the school portfolio. The third chapter illustrates how the effective use of a school portfolio depends on the criteria used to monitor the process, product, and progress of the improvement efforts. It sets forth guidelines for creating, adopting, or adapting criteria and introduces the "Education for the Future" Continuous Improvement Continuums that form the basis of the assessment framework. The next seven chapters (4-10) are devoted to a Continuous Improvement Continuum. Each chapter describes the desired outcomes and elements of the continuum and provides examples and lists of items to include in that section of the portfolio. The continuums deal with information and analysis, leadership, student achievement, quality planning, professional development, partnership development, and continuous improvement and evaluation. Chapter 11 examines issues and logistics related to building a school portfolio, and the benefits of working with an external change agent. Thirty-four figures and a list of school resources are included. Appendices contain staff-developed rubrics and figures illustrating the school-improvement process. (LMI)

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